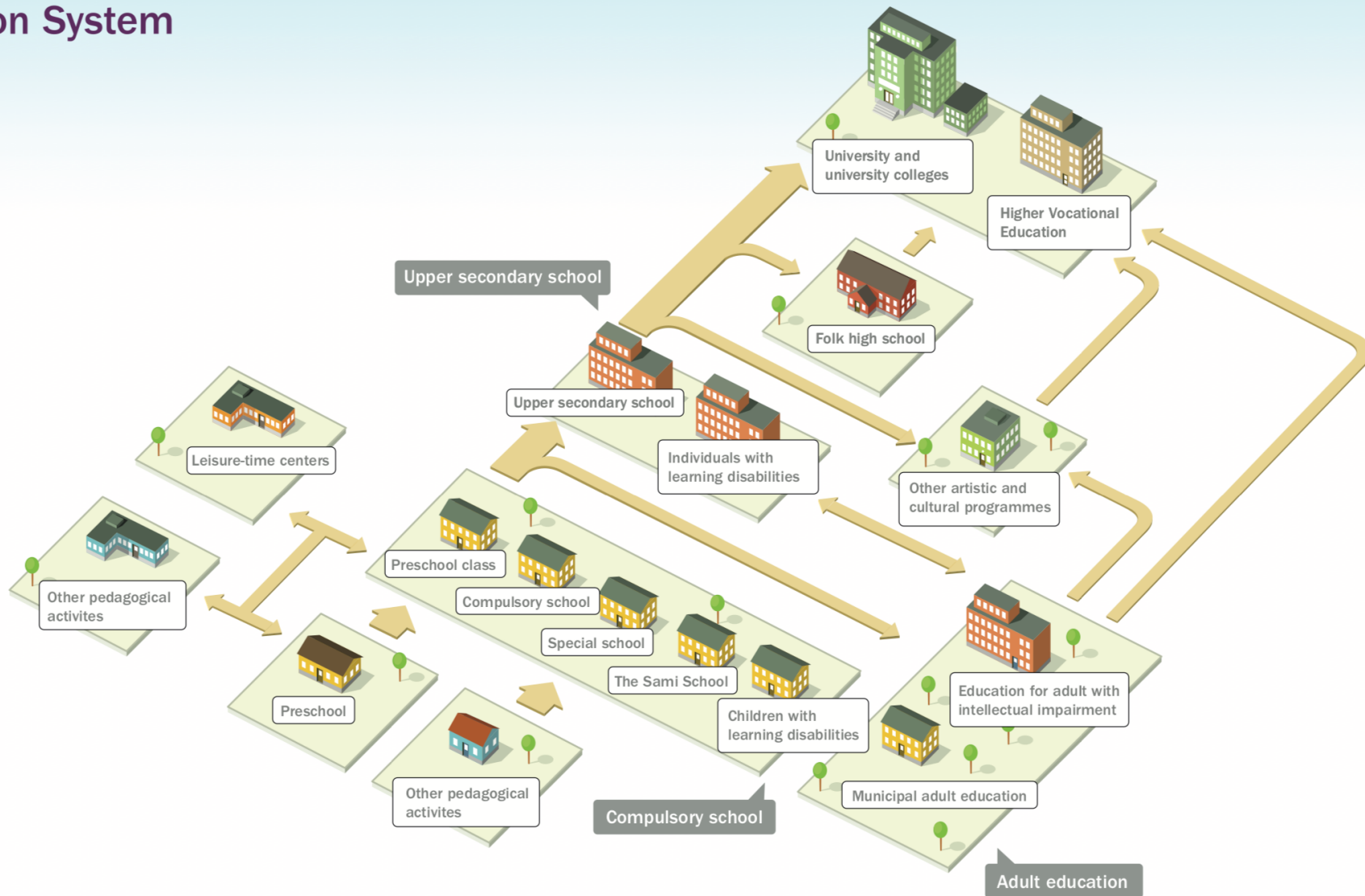


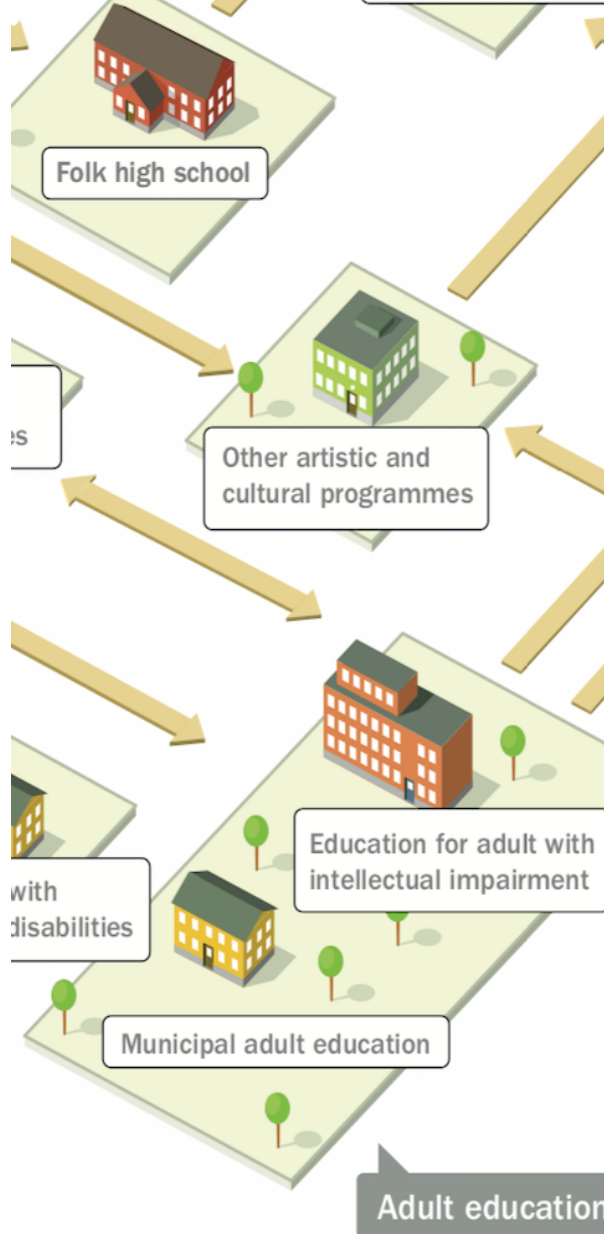
Adult education in Sweden

Andreas Fejes

Professor of Adult education research

The Swedish Education System





Municipal adult education in Sweden

- Basic adult education (compulsory school)
- Adult education on upper secondary level
 - Theoretical courses (eligibility for higher education)
 - Vocational courses
- Swedish for immigrants
- Governed by a specific adult education national curriculum
- To a large extent governed by the same course plans as in compulsory and upper secondary school
- Created 1968

Folk high schools

- Part of the Swedish "free and voluntary popular education system"
- Funded by the State but "free" from the State (no State decided curriculum, no grading, etc.)
- Basic courses for eligibility for higher education
- Specialised courses
 - Vocational
 - Cultural
- Short courses
- 156 schools – the first were created in 1868

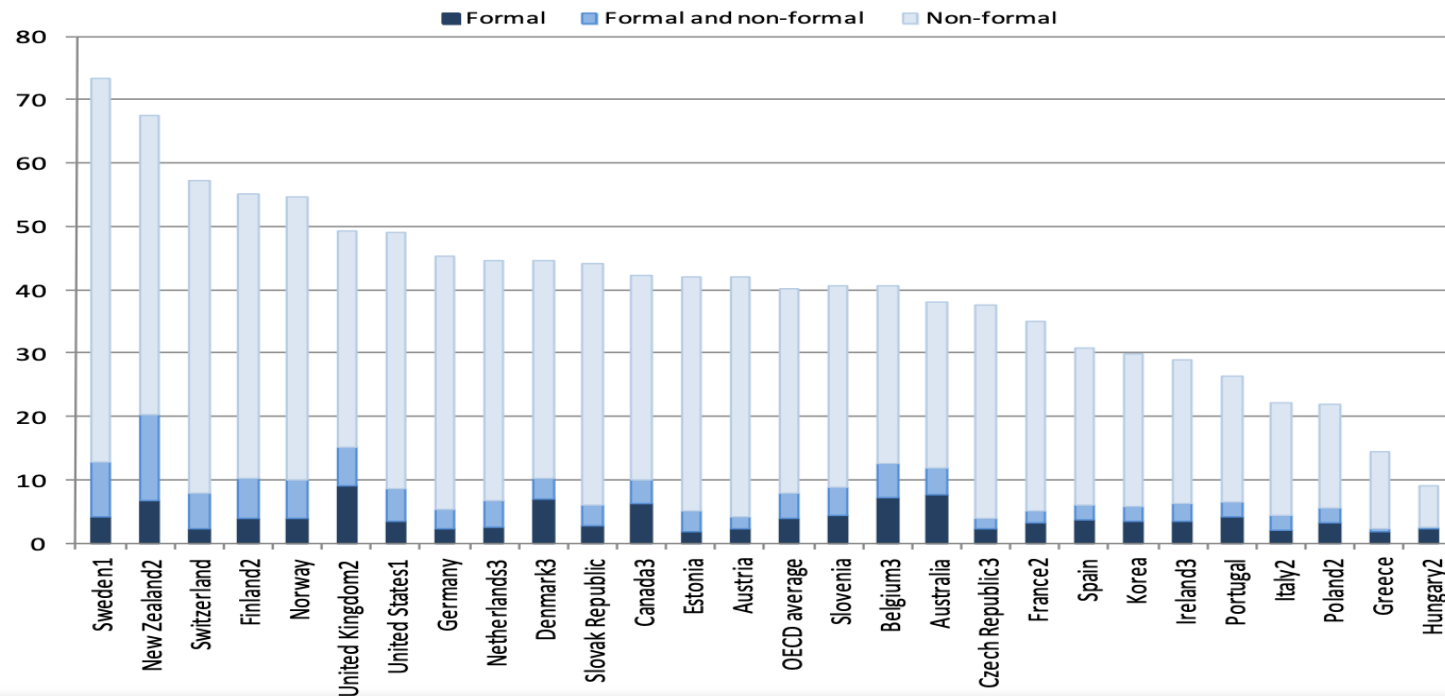
Strong legislation regarding adult education

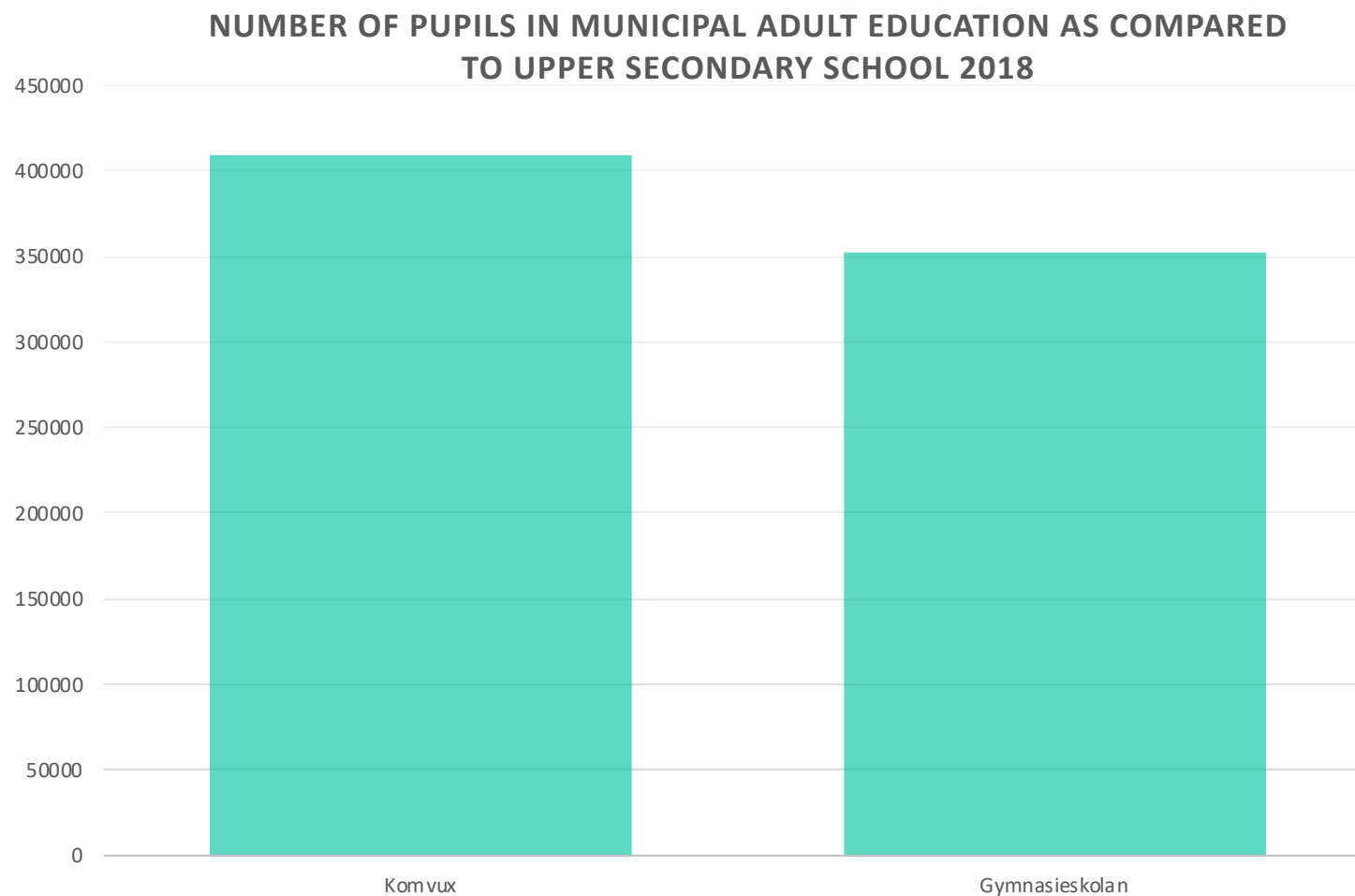
- Three functions: Compensatory function; a labour market function; a democratic function.
- Municipalities have to offer this for free to all adults without complete grades from school and to unemployed people in need to change career.
- Citizens have a right to take a leave from work in order to participate
- There is a right for a student loan

From Desjardin & Rubenson 2013

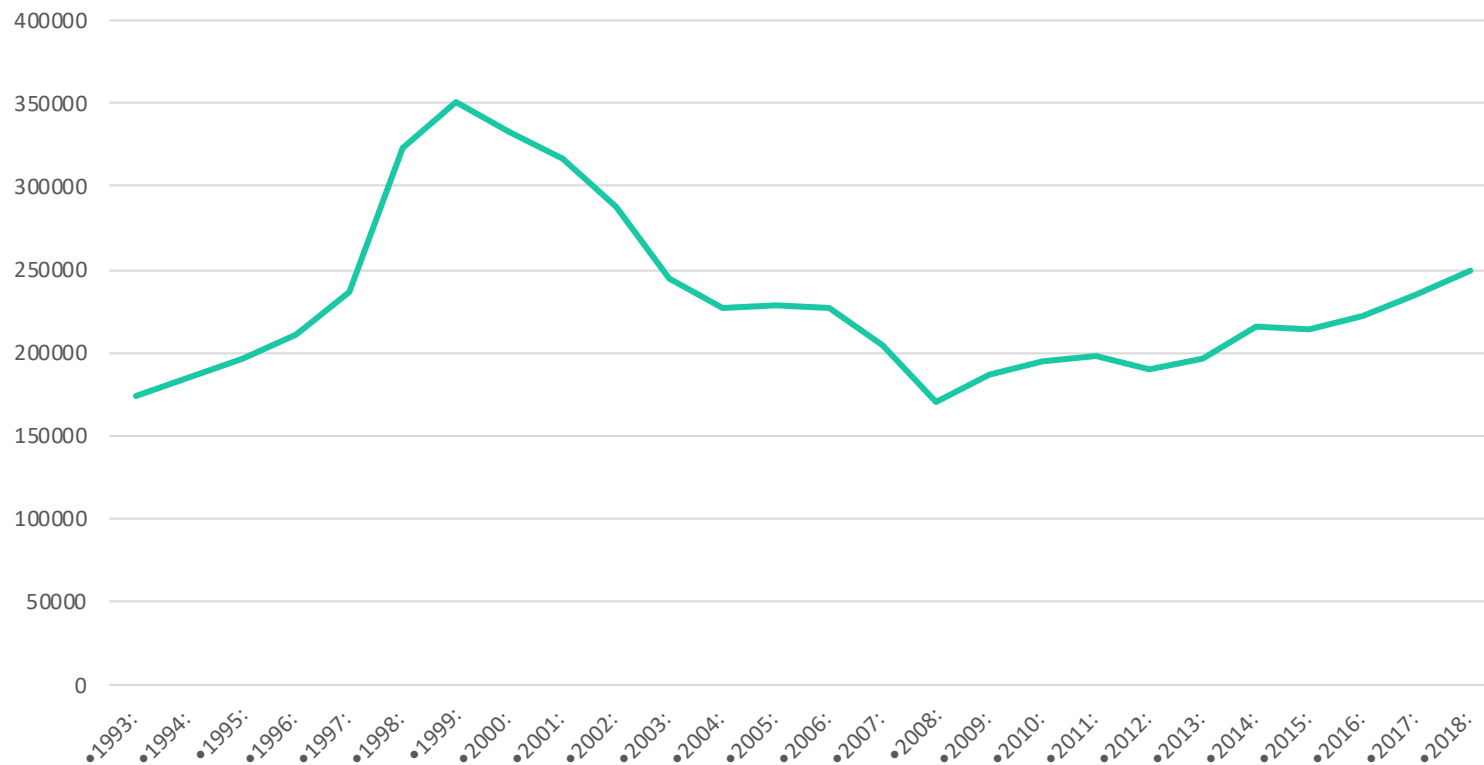
Figure 1. Percent of adults aged 25 to 65 who participated in formal or non-formal education and training in 12 months preceding survey

A. Participation rate in formal and non-formal education and training

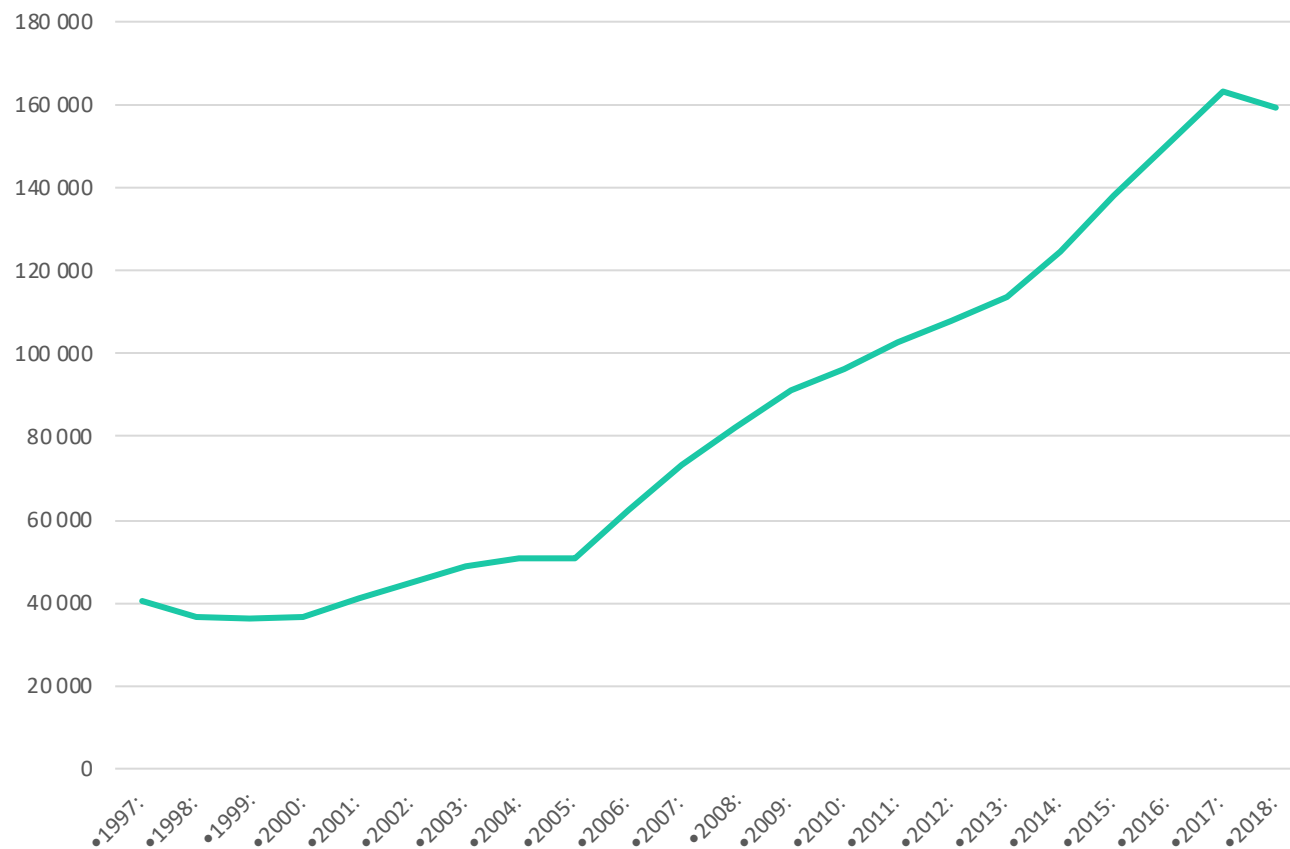




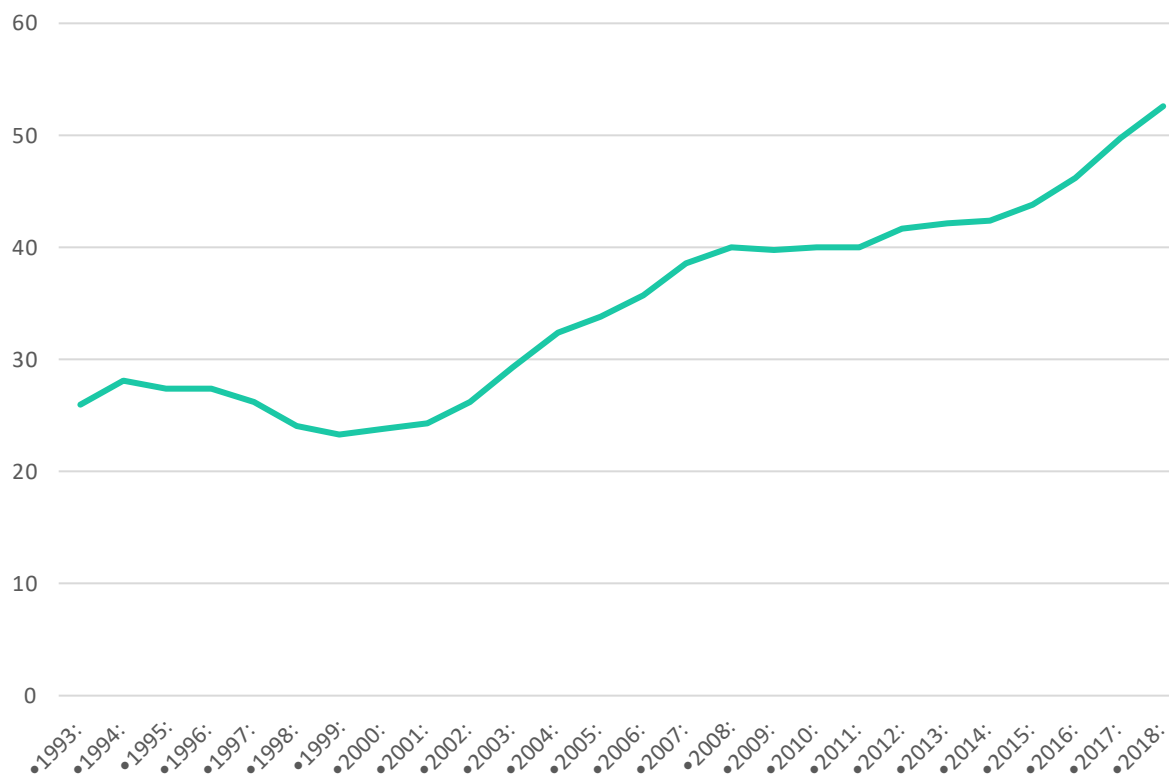
Number of pupils in municipal adult education 1993-2018



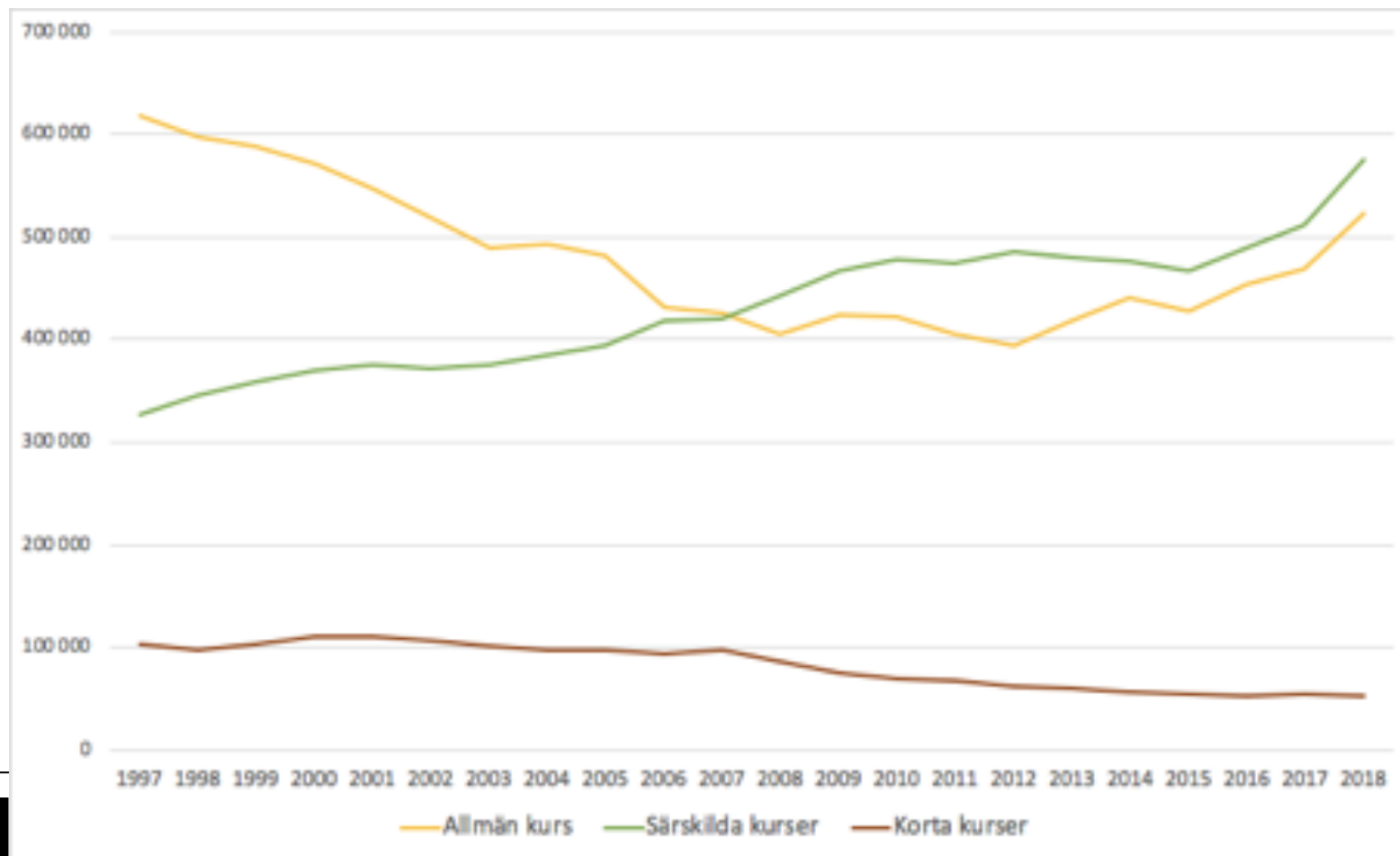
Number of students in Swedish for immigrants 1997-2018



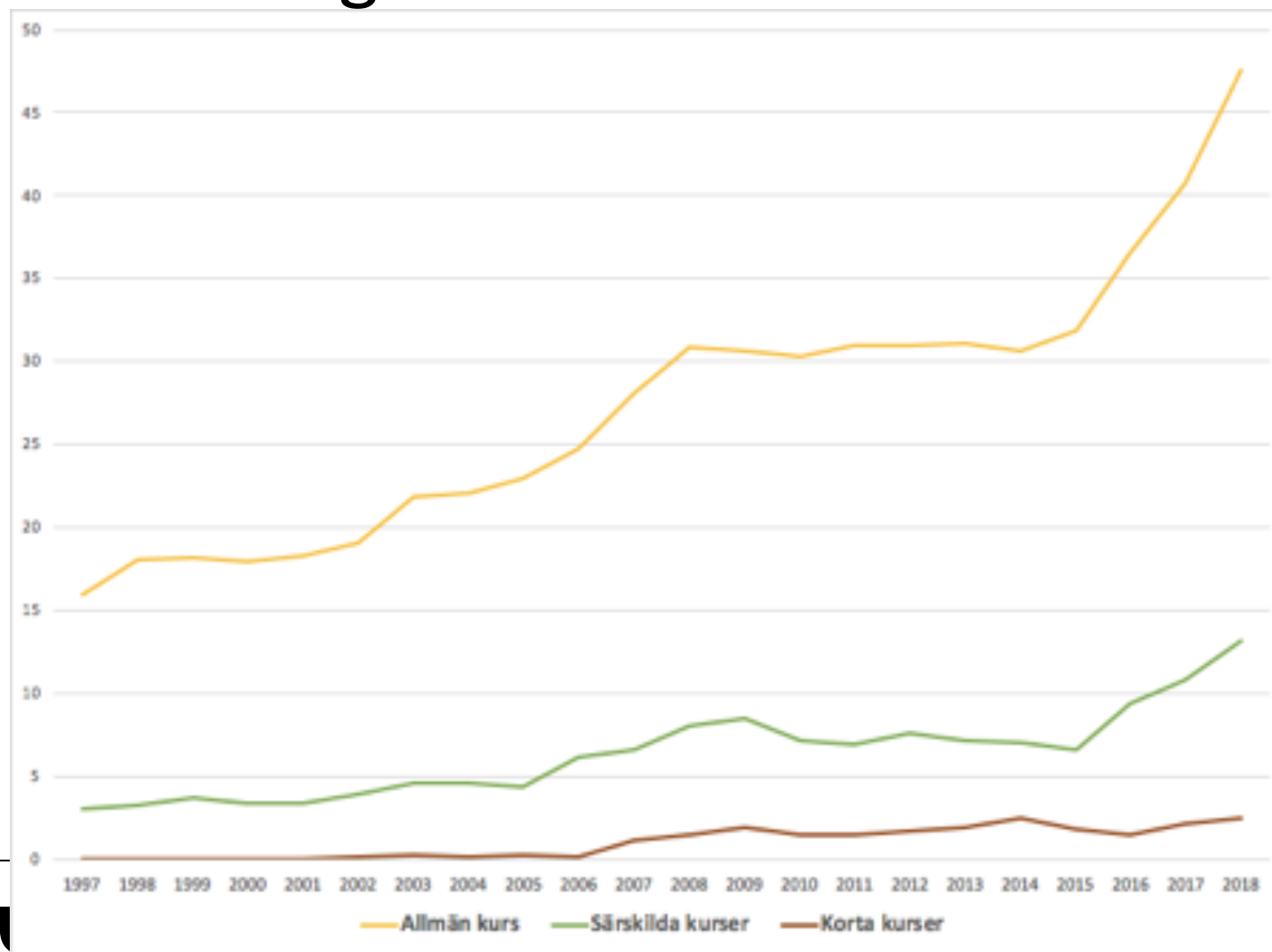
Share of migrant students in MAE 1993-2018



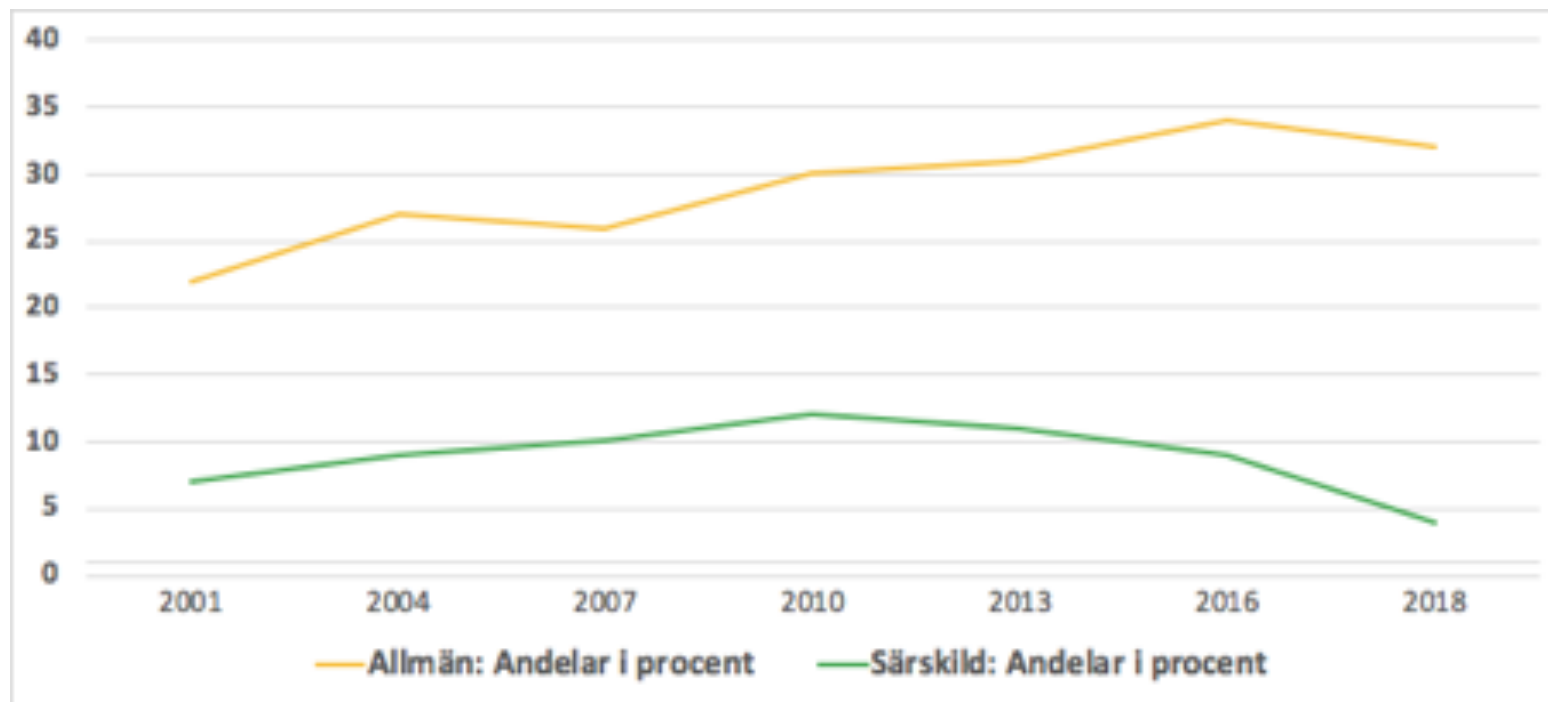
Number of course weeks in folk high schools



Share of migrants students in FHS



Share of students in FHS with disabilities



Main challenges for AE in Sweden

- Migration
- Market orientation of (adult) education

Migration

- Low as well as highly educated migrants
- Programs put in place with a focus on quickly getting migrants employable
 - Recognition of prior learning
 - Vocational course packages in combination with language learning
- What happens with the democratic function of adult education?

Market orientation of (adult) education

- Almost half of all course participants in MAE partake in courses delivered by non-public providers
 - Mostly private providers
 - To some extent folk high schools and study associations
 - Folk high schools and study associations try to find new markets
 - Folk high schools deliver Swedish from immigrants
 - Folk high schools have delivered the language introduction in upper secondary school (on behalf of municipalities)
 - Consequences: Grade inflation, "cheap education" (distance education, standardised education), grading rather than teaching
-

Migration, learning and social inclusion

- Research program 2017-2025
 - Funded by a range of actors, e.g. the Swedish research council.
 - Includes 10 senior researchers with professors Andreas Fejes and Magnus Dahlsted as program directors

Aim

- The aim is to identify adult migrants' trajectories of social inclusion in Sweden. Drawing on a longitudinal approach, the research questions are:
 - What meaning do adult migrants assign to their participation in different language learning settings in relation to their aspirations for their future?
 - What other activities do they consider important in relation to their aspirations for the future?
 - To what extent, how and why does such meaning-making change over time?
 - What activities (language learning or other activities) emerge as the most important for adult migrants in relation to their aspirations for the future?

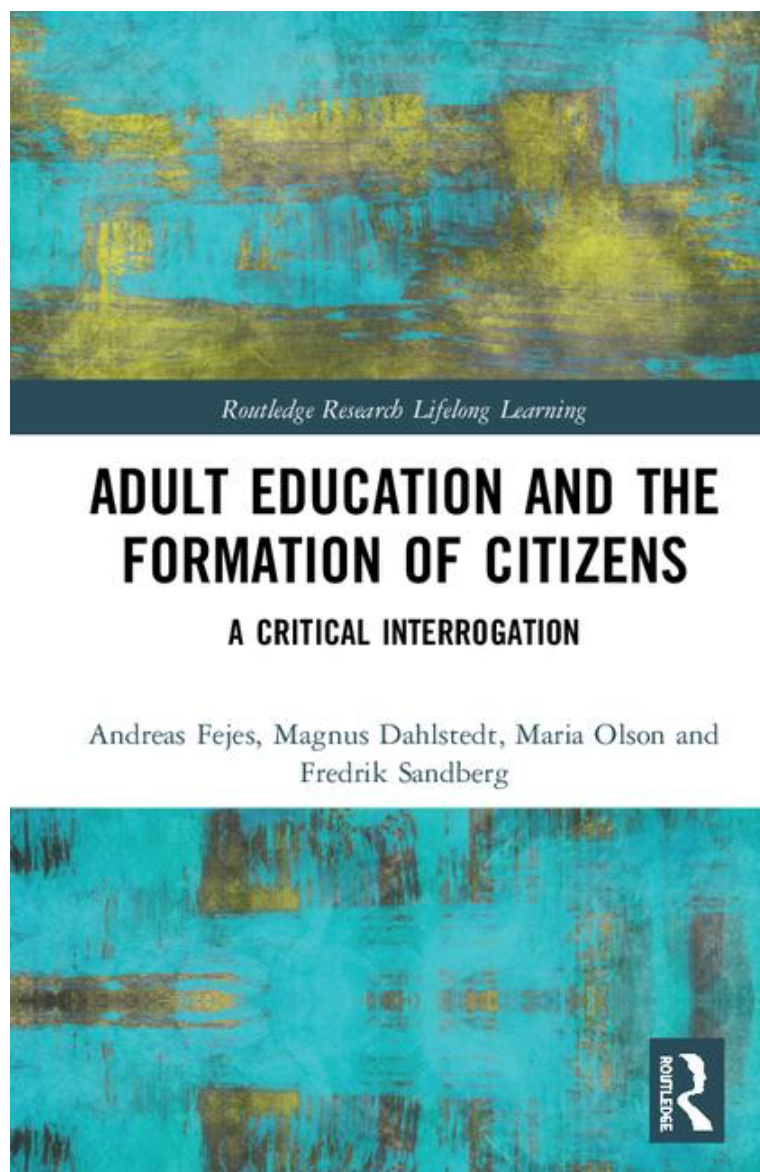
Data

- Interviews with 170 migrants (asylum seekers and refugees) engaging in different adult education settings in Sweden.
 - Most of them are newly arrived in Sweden (from 2 weeks to 3 years)
 - Half of them are asylum seekers
 - Different backgrounds in terms of age, gender, education, labour market experience, country of origin etc.
 - Focus in interviews on the past, present and the future.

- Interviews with 50 teachers/study circle leaders
- Interviews with 20 principals/managers
- Observations from 15 different locations and activities
 - Swedish from day 1 organised by study associations (adults from 18 years and onwards)
 - Langue introduction at folk high schools and upper secondary schools (young adults 16-20 years of age)
 - Swedish from immigrants (migrants 18 years and older)

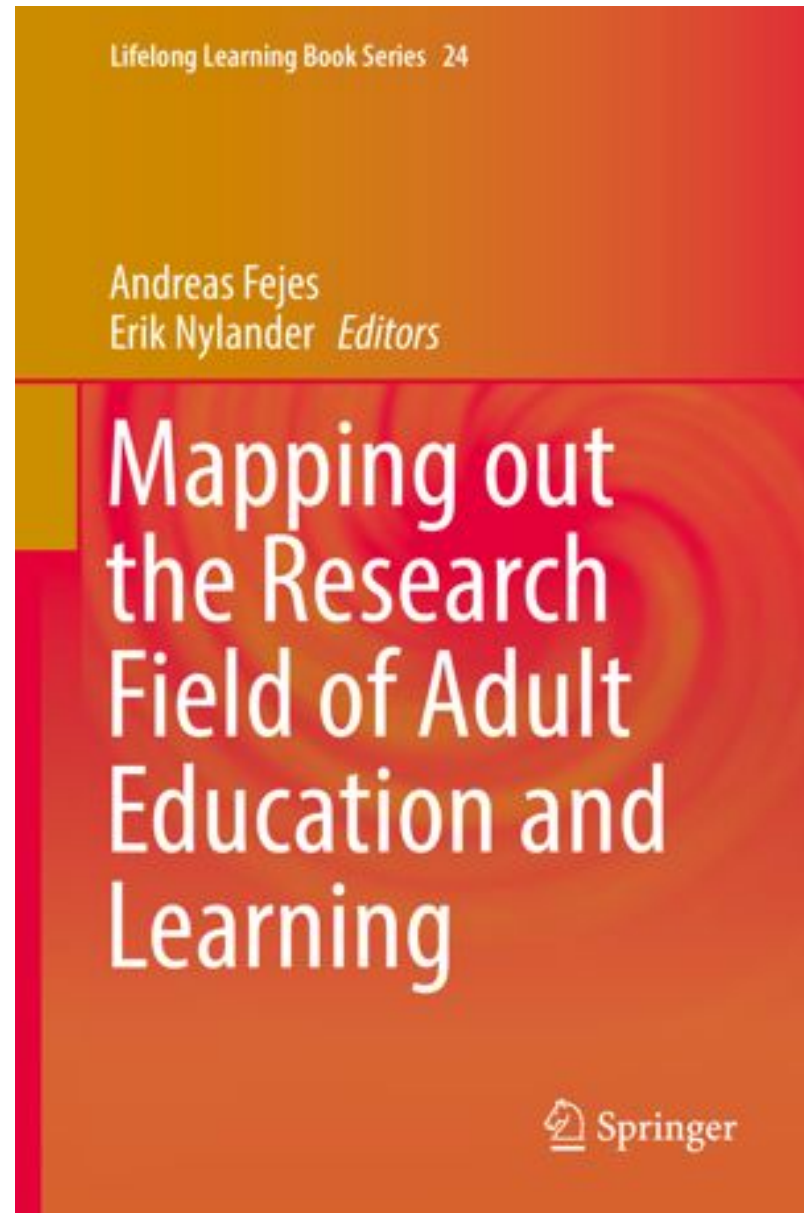
Longitudinal approach

- Follow up interviews with the migrants 2-3 years later.
- What have happened since the last interview?
- What activities and settings have been important in order to pursue ones dreams?
- What are the current dreams for the future?



First book on the "field" drawing on "big" data

- Andreas Fejes (Linköping University)
- Erik Nylander (Linköping University)
- Ellen Boeren (University of Edinburgh)
- Maren Elfert (Kings College London)
- John Field (University of Stirling)
- Klaus Künzel (University of Cologne)
- Bernd Käßplinger (Justus-Liebig-University Giessen)
- Staffan Larsson (Linköping University)
- Marcella Milana (University of Verona)
- Kjell Rubenson (University of British Columbia)
- Michael Schemmann (University of Cologne)
- Christine Zeuner (Helmut-Schmidt-University Hamburg)
- Lovisa Österlund (Linköping University)



Andreas Fejes

www.vuxenpedagogik.com

Twitter: @AndreasFejes

www.liu.se